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ABSTRACT

This summative evaluation of the district-wide Full Day Kindergarten Program presents a longitudinal view of the program's progress and outcomes from 1988 through 1991, including enrollment and achievement trends, the extent of program implementation, and the status of previous recommendations. Data were collected through site visits and interviews with teachers and program administrators. Surveys were given to teachers, principals, and instructional assistants, and district records were examined. While overall enrollment increased from 1990 to 1991, nonminority enrollment declined slightly. There was consistency among schools in the implementation of the proposed kindergarten daily schedule. This consistency applied to an emphasis on cognitive, social-emotional, and motor skills development. Teachers made significant progress towards the infusion of a multicultural awareness program into the basic curriculum, but had limited success in increasing parental participation in parent-teacher fairs. Most teachers did not regularly attend the in-service training that was offered. Teachers and administrators were satisfied with the implementation of the program, but it was concluded that a full-time paraprofessional was needed in each classroom. The kindergarten students consistently scored above the national norm on the reading, math, and language subtests. However, achievement patterns over time showed declines in scores from first through third grade. Two recommendations for improving program implementation concern teacher participation in staff development and the presence of full-time paraprofessionals in each classroom. Appended are 8 references and related materials. (GLR)

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Summative Evaluation of the Full Day Kindergarten Program

1988-1989
1989-1990
1990-1991

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August 1991

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Summative Evaluation
of the
Full Day Kindergarten Program

1988-1989
1989-1990
1990-1991

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August 1991

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Executive Summary

This summative evaluation of the Full Day Kindergarten Program examined four areas: enrollment, implementation, perceptions and achievement. Data for the study were collected through site visits and interviews with teachers and program administrators. Surveys were administered to teachers, principals, and instructional assistants, and district records were examined.

There was evidence of achievement of program unification and student achievement goals, progress toward infusion of multicultural education goals, and less progress toward parental involvement goals.

While overall enrollment showed an increase, from 3,379 in 1990 to 3,420 in 1991, the non-minority enrollment declined slightly (from 30% 1990, to 28% in 1991).

There was consistency among schools toward implementation of the proposed kindergarten daily schedule, including emphasis on the developmental areas of cognitive, social-emotional and motor skills.

Teachers made significant progress toward multicultural infusion (50%), but had limited success increasing parental participation in the Saturday Parent/Teacher Fairs (11%). Although the Kindergarten Department offered a comprehensive in-service training program, only 35% of the teachers indicated that they regularly attended in-service training. Teachers and administrators were satisfied with the implementation of the Full Day Kindergarten Program, however, there was evidence to support the conclusion that a full-time paraprofessional is needed in each classroom to enhance instruction to all students.

Kindergarten students have consistently scored above the national norm on the reading, math, and language subtests. However, achievement patterns over time show declines in scores from the first through third grades.

As a result of the findings of this summative evaluation, two recommendations were offered to improve program implementation regarding teacher participation in staff development and full-time paraprofessionals in each classroom.

Summative Evaluation
of the
Full Day Kindergarten Program

1988-1989
1989-1990
1990-1991

Introduction

During 1990-1991 school year, the district-wide Full Day Kindergarten Program (FDKP) completed its sixth year of operation under the court-ordered desegregation plan. The *Long Range Magnet School Plan* (Hale & Levine, 1986) states that schools funded by the desegregation order will be evaluated in three year cycles. The first three years of a program will include two years of formative evaluations and end with a summative evaluation. Starting with the second cycle, there will be a summative evaluation every three years. During interim years of four and five, seven and eight, etc., only student achievement and enrollment trends only will be reported.

This summative evaluation will present a longitudinal view of the program's progress and outcomes between 1988-1991, including enrollment and achievement trends, the extent of program implementation, and the status of previous recommendations.

Program Description

The FDKP serves approximately 3,420 students, with 168 teachers, located in 49 schools. The program is targeted for children who are five years old before July 1st of the current school year. Children who turn five years old during July, August, or September may be admitted to the program based upon early entrance screening.

Students are administered the Kindergarten Inventory of Development Skills (KIDS) during the first few weeks of school. The screening provides information concerning the basic skills possessed by the student which aids in the instructional planning process. Students scoring at or below the forty-fifth percentile in language and math are eligible for placement into designated classrooms with federally funded (Chapter 1) paraprofessionals. Paraprofessionals may be provided to other classrooms through site and/or other funding sources.

Program leadership is provided through the Kindergarten Department which consists of one specialist and three resource teachers. Teachers also receive supplemental materials and equipment from the Kindergarten Resource Center.

Prior to being designated as a component of the court-ordered desegregation plan during the 1985-86 school year, the Kindergarten Program was offered full day for students qualifying for Chapter I services and half day for those students who did not qualify. Chapter I provided full time aides, while the regular teachers generally had no aides and limited materials and supplies. In addition, there were other programs within the district offering full day kindergarten services. Although the first program coordinator was hired in December of 1985, efforts to unify the program were hampered by the lack of support staff for teachers and program administration (Gassman, 1988). According to Gassman, during the 1987-88 school year several developments helped to bridge the gap between Chapter I and the district kindergarten program:

1) the establishment of program unification guidelines;
2) the usage of a standardized district report card;
3) a plan of inservice training;
4) supplemental materials and supplies were provided to teachers; and
5) continuity of program coordination and staffing.

The Kindergarten Department established the following goals:

1. To ensure a positive growth-producing educational experience for kindergarten students.
2. To help parents assume responsibility for their child's learning process.
3. To gather age-appropriate multicultural teaching strategies and activities which can be infused into the basic curriculum areas of reading, math, language arts, science and social studies.

During the 1990-91 school year, the Kindergarten Department implemented two pilot programs. 1) Parent/Teacher Learning Fairs were designed to provide "hands-on" activities to help parents participate in and assume responsibility in their child's learning process. 2) Beginning with an in-service training session in December, 1989, the department also launched a Multicultural Awareness Program. The Kindergarten Multicultural Committee has developed and distributed to teachers, age-appropriate multicultural teaching strategies and activities which can be infused into the basic curriculum areas of reading, math, language arts, science and social studies.

Evaluation Design

This evaluation of the FDKP focuses upon the growth exhibited by the students as measured by the district's standardized tests (Iowa Tests of Basic Skills-ITBS), the attainment of the goals of the program as perceived by the teaching staff and program specialists, and the kinds of services offered to the students in the program.

The evaluation will consider the following questions:

1. How effective is the program in preparing students for first grade as measured by the Iowa Tests of Basic Skills (ITBS)?
2. What are the general perceptions of the teachers, principals and administrators concerning program implementation?
3. What is the enrollment and racial composition of the student body?
4. Does the Department provide inservice training, materials and activities to the teaching staff?
5. What is the extent of parental participation in 'Parent Learning Fairs'?
6. To what extent does the curriculum offer a balance between academic and social activities?
7. To what extent is the Multicultural Awareness Program infused into the basic curriculum?

Enrollment figures used in this evaluation were drawn from the student membership report prepared by the district's Research Office. A list of participating schools and the number of teachers in each school was provided by the Kindergarten Department.

Program implementation and progress toward goals were measured by perception data collected through surveys administered to teachers, principals, instructional assistants, and program coordinators.

To document student achievement, the Iowa Tests of Basic Skills (ITBS) achievement data were obtained in the spring from the district's Testing Office. Student achievement scores were compared to national norms.

Results

Enrollment

Over the past three years, the districts FDKP made consistent growth in enrollment, however, the non-minority enrollment declined slightly (see Table 1). Of the 3,420 kindergarten students enrolled during the 1990-91 academic year, 72% (2,475) were minority and

Table 1

Racial Composition
Full Day Kindergarten Program
1985 - 1991

Year / Group	Grade K N	Grade K %	Schools N	Teachers N	PTR*
1985-86**					
Minority	***				
Non-Minority	***				
Total	3281		49	154	21
1986-87**					
Minority	***				
Non-Minority	***				
Total	3176		49	151	21
1987-88					
Minority	***				
Non-Minority	***				
Total	3048		48	157	19
1988-89					
Minority	2349	71%			
Non-Minority	962	29%			
Total	3311		47	161	21
1989-90					
Minority	2382	70%			
Non-Minority	997	30%			
Total	3379		48	161	21
1990-91					
Minority	2475	72%			
Non-Minority	945	28%			
Total	3420		49	168	20

Note: Percentages are rounded to the nearest whole percent. Enrollment figures are from the Student Membership (1985, 1986, 1987, 1988, 1989, 1990). Department of Special Instructional Programs Kindergarten Teachers Report (1988-89, 1989-90, 1990-91).

*Pupil/Teacher Ratio.

** Baseline Year.

*** Data not collected by race; Special education students included.

28% (945) were non-minority students. The non-minority enrollment reflected a two percent decline, from the 30% (997) recorded in 1989-90.

There was a slight increase in kindergarten staff, from 161 teachers in 1990, to 168 teachers in 1991. Under the 1985 Court Order, the maximum class size for kindergarten was 22 students. As shown in Table 1, the FDKP is in compliance with court-ordered goals with a 20:1 pupil/teacher ratio (PTR).

Implementation

Teachers were surveyed to determine the extent to which curriculum goals were infused into kindergarten classrooms. Sixty-four (52%) kindergarten teachers responded to the survey. Based on the proposed kindergarten scheduled, outlined in the *Program Unification Guidelines* (1987), teachers were asked how much time they spent on daily activities within the three developmental areas of cognitive, social/emotional and motor skills. Percentages of time were computed on the number of minutes of each activity and within each developmental area and presented in Figures 1-2D and Appendix A.

According to Gassman (1988), the proposed program unification guidelines suggest that teachers spend approximately 57% (based on a 390 minute school day) of the school day on academic activities; 17% of the day on social development (recess, structured free time, transitional activities, etc.); with the remaining 27% of the day spent on management activities (opening and closing activities, restroom breaks, and lunch).

As shown in Figure 1, teachers reported spending 53% of the time on cognitive skills (knowledge obtained through perception, reasoning, and independent thinking, i.e., reading, writing, etc.); 24% on social-emotional skills (the self-help and interpersonal skills, i.e., dressing, toileting, sharing with others, etc.); and 23% of the time on motor skills (fine and/or gross muscle control, i.e., coloring, cutting, pasting, etc.).

Figure 2 describes the distribution of time within activities regardless of developmental areas. As shown in Figure 2A, of the 7% of time spent on open/close, 5% was spent opening (arrival, attendance, lunch count, etc.) and 2% was spent on closing (reminders of important issues, take-home notes, etc.).

In Figure 2B, core curriculum activities consisted of 43% of the daily distribution of time, including science (6%), social studies (6%), math (8%), language arts (6%) and reading (17%).

Figure 1
Kindergarten Developmental Areas
Daily Distribution of Time

Teacher Self-Report

Teacher Responses = 64
Full Day Kindergarten Program, 1991

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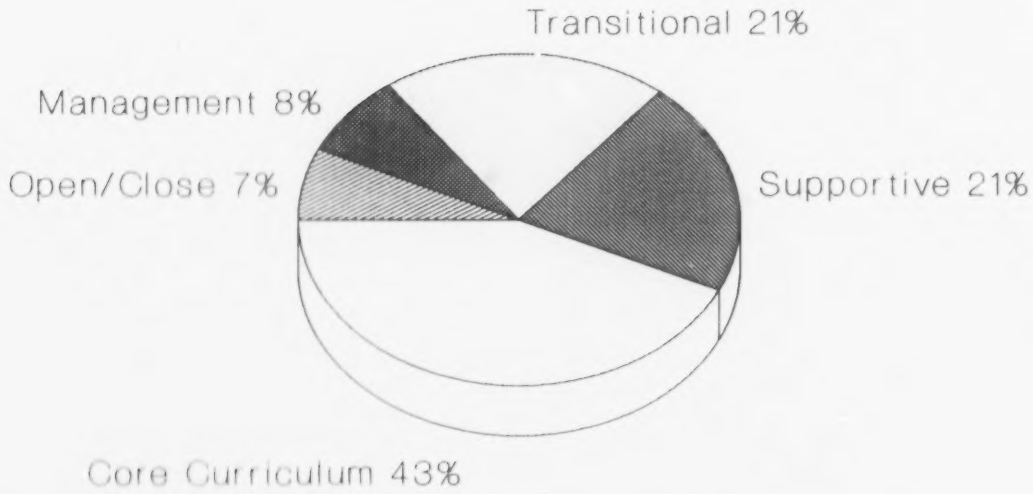
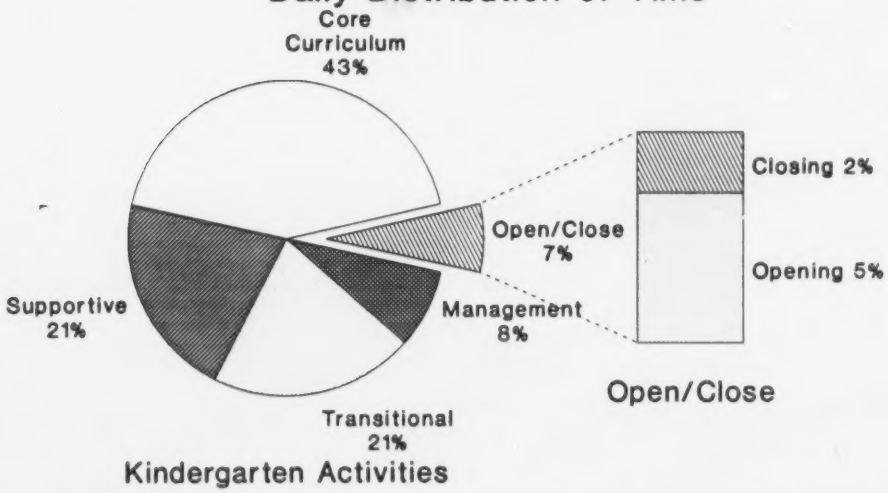
Figure 2
Kindergarten Activities
Daily Distribution of Time



Teacher Self-Report

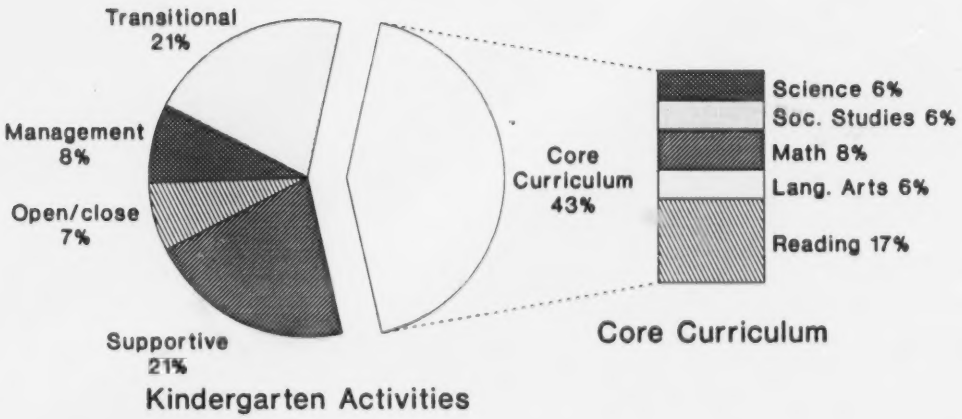
Teacher Responses • 64
Full Day Kindergarten Program, 1991

Figure 2A
Open/Close Activities
Daily Distribution of Time



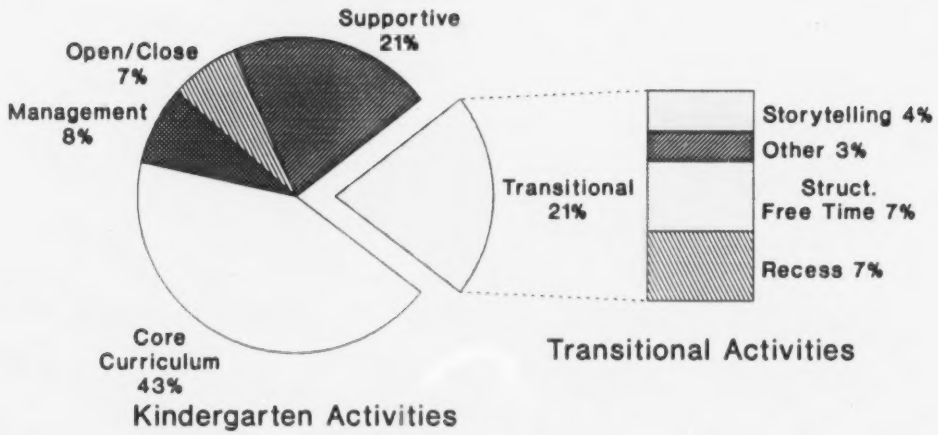
Teacher Self-Report
Teacher Responses = 64
Full Day Kindergarten Program, 1991

Figure 2B
Core Curriculum Activities
Daily Distribution of Time



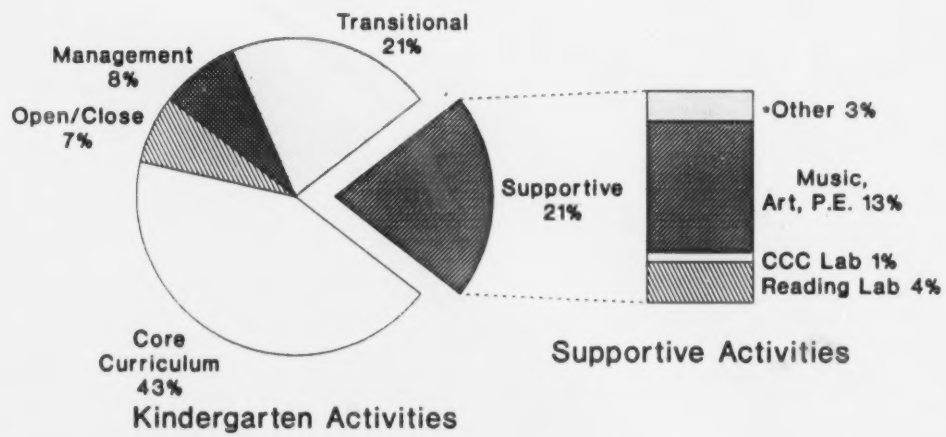
Teacher Self-Report
Teacher Reponses = 64
Full Day Kindergarten Program, 1991

Figure 2C
Transitional Activities
Daily Distribution of Time



Teacher Self-Report
Teacher Reponses • 64
Full Day Kindergarten Program, 1991

Figure 2D
Supportive Activities
Daily Distribution of Time



•dance,computers,labs,Latin,etc.
Teacher Responses • 64
Full Day Kindergarten Program, 1991

Transitional activities are shown in Figure 2C. Of the 21% of the time spent on transitional activities, 4% was spent on storytelling, 3% on "other", and 7% on structured free time (Learning Centers) and recess.

The 21% of time spent on supportive activities included: 13% on music, art, and physical education; 4% in the reading lab; 3% on other (dance, computers, labs, Latin); and 1% in CCC lab (see Figure 2D).

Perceptions

To determine the effectiveness of program implementation, perception data were gathered from teachers, principals, and instructional assistants. The questionnaire contained items concerning goal attainment, staff development, support and overall implementation of the FDKP. Percentages were computed for the number of respondents to each item. Open-ended comments were grouped into general categories and distributed to program coordinators.

Teacher perceptions. A list of kindergarten teachers was secured from the Kindergarten Department. Of the 168 questionnaires mailed to kindergarten teachers, 88 were returned (52%).

As shown in Table 2, the majority of kindergarten teachers enjoyed teaching in the FDKP (item 1, 74%), were familiar with the goals and objectives of the curriculum (item 2, 52%), and felt that teachers worked well together (item 3, 74%).

A smaller percentage of teachers were involved in staff development and in-service training (items 4, 5, and 6). Only 52% were satisfied with training, fewer regularly attended in-service training (35%), while 38% attended in-service training held prior to the opening of school.

Over half of the teachers felt that the building level administration had provided the support they needed (item 7, 60%), and in most cases the department had provided the materials needed to implement the program (items 8-11).

Items 12-13 address the implementation of the two pilot programs initiated by the Kindergarten Department. Half of the teachers indicated that they had infused multicultural education into the curriculum (50%), while fewer had met with parents (48%), and only 11% believed that parents had participated in the Parent Learning Fairs (item 14).

More than half of the teachers indicated that the program was being implemented according to the specified goals and objectives (item 15, 58%), and overall, 78% were satisfied with the program in their school (item 16).

Table 2

Teacher Perceptions
Full Day Kindergarten Program
Spring 1991

Items	Responses	N	%
1. I enjoy teaching in the Kindergarten Program.	Yes	64	74%
	No	23	26%
2. I am familiar with the goals and objectives as identified for the Kindergarten curriculum.	Yes	46	52%
	No	42	48%
3. The Kindergarten teachers at this school work well together.	Yes	64	74%
	No	23	26%
4. I am satisfied with the staff development and in-service training regarding the Kindergarten Program.	Yes	45	52%
	No	41	48%
5. I regularly attended in-service training held throughout the school year pertaining to the Kindergarten Program.	Yes	31	35%
	No	57	65%
6. I attended the Kindergarten in-service held prior to the opening of school.	Yes	33	38%
	No	54	62%
7. The building level administration have provided the support I need to successfully implement the Kindergarten Program at this school.	Yes	53	60%
	No	35	40%
8. The Kindergarten resource teachers have provided the support I need to successfully implement the Kindergarten Program at this school.	Yes	40	46%
	No	47	54%
9. I regularly use the supplemental curriculum materials developed by the Kindergarten Department.	Yes	42	48%
	No	46	52%
10. I have been able to get all the materials I need to implement the Kindergarten Program at this school.	Yes	51	59%
	No	36	41%
11. I regularly use the resources provided by the Kindergarten Resource Center.	Yes	41	47%
	No	47	53%
12. I have been able to infuse the multicultural lessons into the basic curriculum.	Yes	44	50%
	No	44	50%
13. I have met with most of the parents of my students.	Yes	42	48%
	No	46	52%
14. Most of the parents of my students participated in the Parent/Teacher Learning Fair.	Yes	9	11%
	No	77	90%
15. I believe our school is implementing the Kindergarten Program according to the identified goals and objectives.	Yes	44	58%
	No	32	42%
16. Overall, I am satisfied with the Kindergarten Program at this school.	Yes	57	78%
	No	16	22%
17. The guidelines for promotion and retention of students is consistent with district policy.	Yes	37	86%
	No	6	14%

Table 2 (Continued)

Teacher Perceptions
Full Day Kindergarten Program
Spring 1991

Items	Responses	N	%
18. Special services are provided for students identified as "AT RISK" based on the KIDS test.	Yes	24	59%
	No	17	42%
19. I have a paraprofessional in my classroom.	Yes	12	43%
	No	16	57%

Note: Percentages rounded to the nearest whole number. Based on responses of 52% of the kindergarten teachers, N = 88.

Most teachers felt that the guidelines for the promotion and retention of students were consistent with district policy (item 17, 86%), however, only 59% felt special services were provided for "at risk" students and only 43% had a paraprofessional in their classroom.

Administrator Perceptions. Principals and instructional assistants in the 49 participating schools were mailed a survey in the spring (N = 98). A total of 64 (65%) administrators responded to the survey. Administrators were asked to indicate to what extent the FDKP was being implemented in their school. As shown in Table 3, 100% of the administrators were satisfied with the implementation of the FDKP in their school (item 14).

Of the five items which received low degrees of implementation, three were related to availability or allocation of funds. Only 47% of the administrators indicated that student placement was based on the KIDS test (item 1). An additional 26% had taken some action toward placement of students. While 48% reported that special services were provided for "at risk" students (item 3), another 38% had made some progress toward establishing special services. In item 10, 71% stated that school funds were allocated to support a paraprofessional position and 11% had taken some action toward support for a paraprofessional. Of the 36% of administrators who indicated a need to make changes in the program, 26% wrote-in comments supporting the need for a full-time paraprofessional in each classroom.

Achievement

ITBS.

The ITBS is a norm-referenced standardized achievement test designed to measure growth in fundamental skill areas of vocabulary, reading, language, writing, methods of study, and mathematics. The test is administered to students in kindergarten through grade eight during

Table 3

Administrator Perceptions
Full Day Kindergarten Program
Spring 1991

Items	Not at all		To Some Degree		To A Good/Great Degree	
	N	%	N	%	N	%
1. Placement of students is based on the KIDS Test.	17	27%	16	26%	29	47%
2. Guidelines for promotion and retention of students is consistent with district policy.	1	2%	9	14%	53	84%
3. Special services are provided for students identified as "At Risk" based on the KIDS Test.	9	14%	24	38%	30	48%
4. Kindergarten teachers attended the in-service training held prior to the opening of school.	3	5%	5	8%	53	87%
5. Kindergarten teachers were appointed in time for the opening of school.	1	2%	4	6%	58	92%
6. I encouraged teachers to participate in the Kindergarten in-service training held during the school year.	3	5%	7	11%	54	84%
7. I encouraged my teachers to get their parents involved in the Parent/Teacher Learning Fairs.	3	5%	18	29%	42	67%
8. I support the goals and objectives of the Kindergarten Program.	--	----	6	10%	57	90%
9. The Kindergarten Program is included in our school site plan.	4	6%	6	10%	52	84%
10. School funds have been allocated to support a paraprofessional position for Kindergarten classes.	11	18%	7	11%	43	71%
11. I monitor the utilization of supplemental materials in the classroom room (i.e., Multicultural Infusion Lessons).	2	3%	17	27%	45	70%
12. I am satisfied with the support provided by the Kindergarten resource teachers.	1	2%	8	13%	55	86%
13. I am satisfied with the support provided by the Kindergarten Department.	1	2%	5	8%	58	90%
14. Overall, I am satisfied with the implementation of the Full Day Kindergarten Program in my school.	--	----	--	----	63	100%
15. There have been some strengths in the Kindergarten Program this year.	1	2%	5	11%	40	87%
16. I would like to see some changes made next year to improve the implementation of the Kindergarten Program at my school.	15	36%	12	29%	15	36%

Note: Percentages rounded to the nearest whole percent. Based on a survey of elementary school principals and instructional assistants (N = 64).

the spring semester. The scores presented for this report are percentile ranks which were converted from mean grade equivalent scores. District scores for 1991, in math and language are presented for comparison purposes. The 50th percentile is the national norm. In 1991, the district's Testing Office changed the kindergarten test from Level 6 to Level 5, which does not have a reading subtest. According to the Testing Office and the Test Advisory Committee, Level 5 provides a better match to the kindergarten curriculum and reduces the frustration kindergarten students experienced with Level 6.

As shown in Table 4, in 1991, across math and language subtests, kindergarten students scored above the national norm. Kindergarten students scored at the 64th percentile on the math subtest and at the 61st percentile on the language subtest. Compared to 1988, scores increased by 5 percentile points in both math and language subtests. While both racial groups scored above the national norm, non-minority students scored 14 to 16 points higher than minority students.

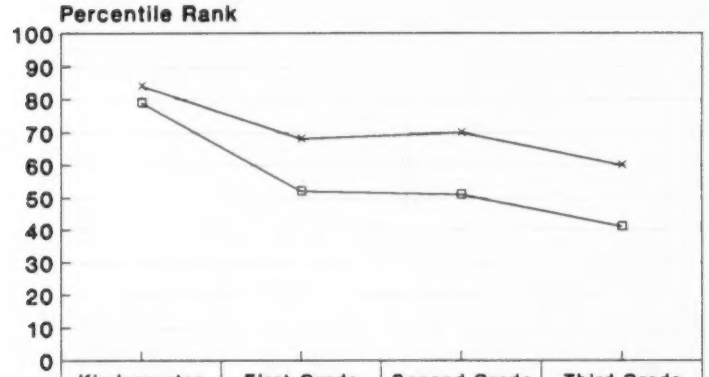
Achievement patterns over time show declines in scores. In order to gain a perspective of how students performed on the ITBS over time, kindergarten cohort groups were examined (see Figures 3A-5B). Kindergarten students who entered school in 1988 and 1989 were tracked from kindergarten through second and third grades. Reading and math percentile ranks for the 1988 and 1989 cohort group showed similar patterns for both minority and non-minority students. Initial reading scores for both racial groups were close, drastically declined in first grade, and continued to fall through second and third grades.

Table 4

Full Day Kindergarten Program
Iowa Tests of Basic Skills Reading, Math and Language
Percentile Ranks Based on Mean Grade Equivalents
Spring 1988, 1989, 1990, 1991

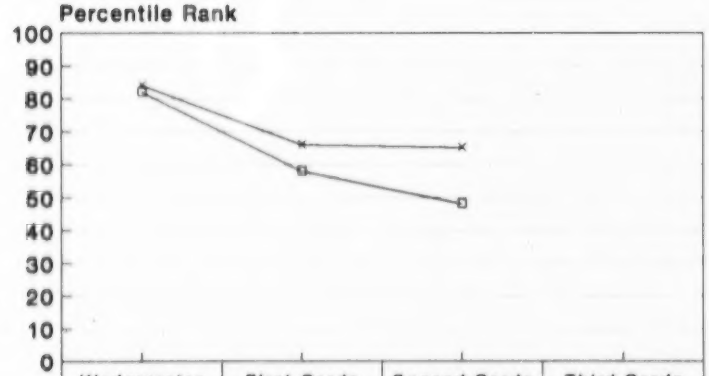
Grade	Reading				Math				Language			
Group	1988	1989	1990	1991	1988	1989	1990	1991	1988	1989	1990	1991
Kindergarten												
Minority	76	81	80	---	54	64	63	60	50	67	53	56
Non-Minority	82	83	84	---	71	74	80	74	66	69	71	72
Total	78	81	81	---	59	67	68	64	56	59	59	61

Figure 3A
ITBS Reading Achievement Across Time: 1988 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade	Third Grade
Minority 88	79	52	51	41
Non-Min. 88	84	68	70	60

Figure 3B
ITBS Reading Achievement Across Time: 1989 Kindergarten Cohort

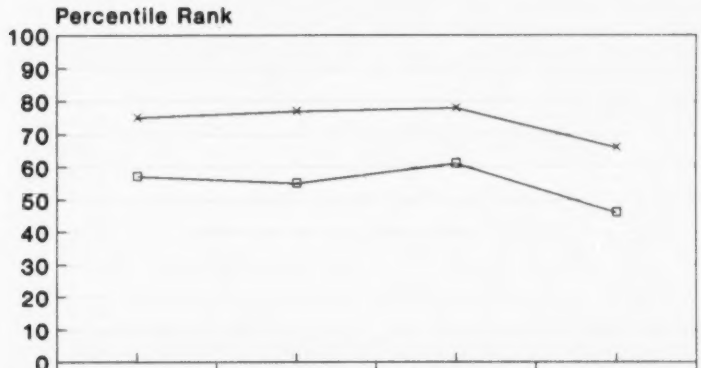


	Kindergarten	First Grade	Second Grade	Third Grade
Minority 89	82	58	48	
Non-Min. 89	84	66	65	

Note: Percentile ranks were converted from mean grade equivalent scores

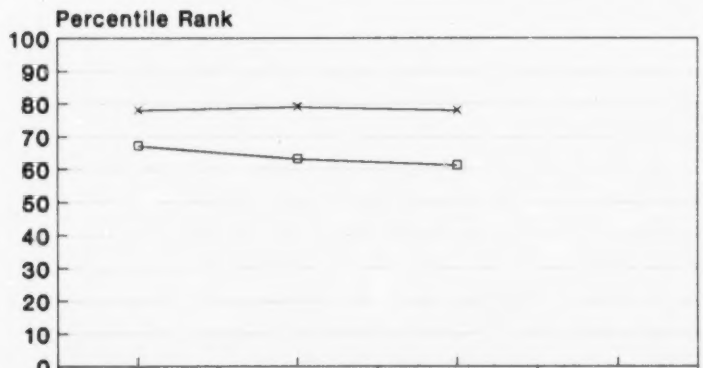
Full Day Kindergarten Program, 1991

Figure 4A
ITBS Math Achievement Across Time: 1988 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade	Third Grade
Minority 88	57	55	61	46
Non-Min. 88	75	77	78	66

Figure 4B
ITBS Math Achievement Across Time: 1989 Kindergarten Cohort

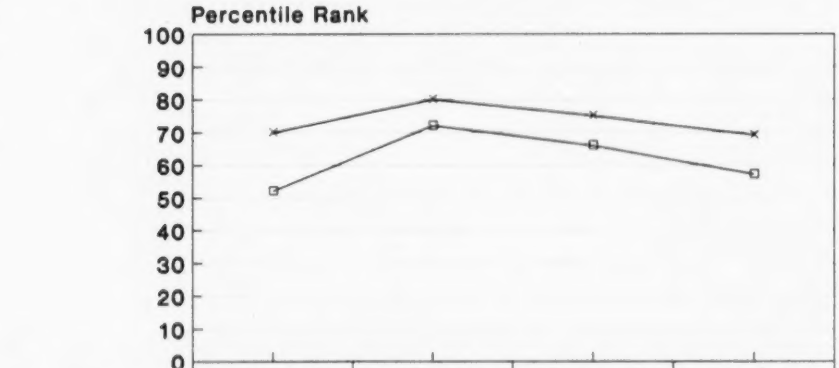


	Kindergarten	First Grade	Second Grade	Third Grade
Minority 89	67	63	61	
Non-Min. 89	78	79	78	

Note: Percentile ranks were converted from mean grade equivalent scores

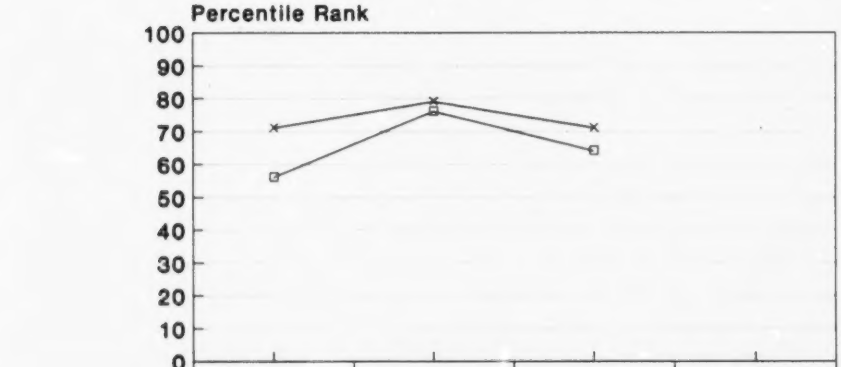
Full Day Kindergarten Program, 1991

Figure 5A
ITBS Language Achievement Across Time: 1988 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade	Third Grade
Minority 88	52	72	66	57
Non-Min. 88	70	80	75	69

Figure 5B
ITBS Language Achievement Across Time: 1989 Kindergarten Cohort



	Kindergarten	First Grade	Second Grade	Third Grade
Minority 89	56	76	64	
Non-Min. 89	71	79	71	

Note: Percentile ranks were converted from mean grade equivalent scores

Full Day Kindergarten Program, 1991

For the 1988 cohort group, gains in math scores were modest in first and second grade, and declined by 15 points for minority students and by 10 points from non-minority students (see Figure 4A-4B). In contrast, the 1989 cohort group reflected no growth over time for minority students (from 78 to 78) and declines in scores for non-minority students (from 67-61).

Initial language scores for the 1988 and 1989 cohort groups increased by 20 percentile points for minority students and by 10 and 8 percentile points, respectively, for non-minority students at the end of the first grade. However, scores declined in second and third grades for both groups (see Figure 5A-5B).

Status of Program Recommendations

During the last three years of implementation, the FDKP was expected to make progress toward recommendations from previous evaluations. The Kindergarten Department has resolved all the issues presented in the 1988 evaluation report. Listed below is a summary of the recommendations and the status of each.

Recommendation	Year	Status
1. Establish policy guidelines for promotion of students and the scope and emphasis of the program.	1988	Resolved. The District has established a retention and promotion policy. Program scope and emphasis was communicated to teachers through ongoing staff development, by providing instructional memorandums, and demonstration lessons. Instruction should include activities that incorporate the three major developmental areas (cognitive, social-emotional and motor skills).
2. Identify individual students classified "at risk" on the KIDS test and determine if they have academic needs that are not being met.	1988	Partially resolved. The Kindergarten Department is aware that there are students, who score at the 45th percentile or lower in language and number concepts on the KIDS screening, who do not receive Chapter I services. The Department does not have the authority or responsibility for establishing Chapter I classrooms. One of the goals of the Department is to assist teachers in meeting instructional needs of all students by providing staff development, and resource teachers. In addition the Kindergarten Resource Center provides remedial material to improve instruction.
3. Explore test results from KIDS and ITBS to determine the differences in outcome.	1988	Resolved. The Kindergarten Department attributes the gains made by kindergarten students to the instructional methodology utilized by teachers. The awareness of learning modalities has helped teachers in planning and instruction.

Summary and Recommendations

The FDKP has completed its sixth year of court-ordered implementation. While overall enrollment has increased (from 3,379 in 1990 to 3,420 in 1991), the non-minority enrollment declined slightly (from 30% in 1990 to 28% in 1991).

Program unification guidelines have been adopted by the majority of teachers and administrators. There appears to be a balance between activities and developmental areas. Teachers reported spending 53% of their instructional time on cognitive skills, 24% on social-emotional skills, and 23% on motor skills. In addition, 43% of the instructional time was spent on the core curriculum.

Most teachers indicated that they had received administrative and programmatic support, however only 35% regularly attended in-service training and 38% attended in-service training held prior to the opening of school.

Over half of the teachers had infused the multicultural education pilot programs. In contrast, only 11% indicated that parents had participated in the Saturday Parent/Teacher Learning Fairs. The reader is reminded that this level of participation does not reflect other kinds of parental involvement in the 49 elementary schools.

Apparently, the availability of a paraprofessional in the classroom had an impact upon services provided to students. Fifty-nine percent of the teachers and 48% of the administrators felt that special services were provided for "at risk" students. This information suggests that a full-time paraprofessional is needed in each kindergarten classroom in order to properly place students and to enhance instruction to all students.

Most administrators were satisfied with the implementation of the FDKP and 71% stated that school funds were allocated to support a paraprofessional position.

Kindergarten students have consistently scored above the national norm on the reading, math, and language subtests. However, achievement patterns over time show declines in scores from the first through third grade.

This achievement pattern may correct itself over time because the district's Testing Office changed the kindergarten ITBS from Level 6 to Level 5.

As a result of this summative evaluation, the following improvements are recommended:

1. Increase teacher participation in staff development. The Kindergarten Department has placed greater emphasis on meeting the instructional needs of all students, including determining learning styles of students. Only 35% of teachers indicated that they regularly attended in-service training and 47% utilized the materials from the Kindergarten Resource Center. The Department and principals need to explore ways to encourage teachers to attend training sessions to utilize resource materials.

2. Explore ways to employ full-time paraprofessionals in each kindergarten classroom. It will be important to provide special services to all students who need them. Paraprofessionals can expand the opportunity for students to receive the best academic and social support. School administrators are encouraged to seek additional funds to support the FDKP.

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Appendix A

Teacher Responses Concerning Daily Distribution of Time

In The Full Day Kindergarten Program

Spring, 1991

Appendix A

Teacher Responses Concerning Daily Distribution of Time
In The Full Day Kindergarten Program
Spring, 1991

Activity	DEVELOPMENTAL AREAS			
	Cognitive (%)	Social-Emotional (%)	Motor (%)	Totals (%)
Open/Close:				
Opening (arrival, attendance, lunch, count, etc.)	2%	2%	.7%	5%
Closing (important issues, take-home notes, etc.)	1%	1%	.1%	2%
Total	3%	3%	.8%	7%
Core Curriculum:				
Reading	12%	2%	3%	17%
Language Arts	4%	1%	1%	6%
Math	5%	1%	2%	8%
Social Studies	3%	2%	1%	6%
Science	4%	1%	1%	6%
Total	28%	7%	8%	43%
Transitional Activities:				
Recess	1%	2%	4%	7%
Structured Free Time/Learning Centers	3%	2%	2%	7%
Other Transitional Activities	1%	1%	1%	3%
Storytelling	3%	1%	.1%	4%
Total	8%	6%	7%	21%
Supportive Activities:				
Writing to Read Lab	3%	.3%	.3%	4%
CCC Lab	1%	--%	.2%	1%
Supportive Activities (P.E., Music, Art)	6%	2%	5%	13%
Other (dance, computers, library, labs, Latin, etc.)	2%	.3%	.4%	3%
Total	12%	3%	6%	21%
Management:				
Management (student breaks, lunch, restroom, etc.	2%	5%	1%	8%
Total	2%	5%	1%	8%
TOTAL	53%	24%	23%	100%